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Approved For Release 2002/11/20 : CIA-RDP84-00780R001400020001-6 AUG 1966

MEMORANDUM FOR: Executive Officer to the Deputy Director for Support

SUBJECT : Support Officers Development Program

1. Attached is a paper reporting the results of a review made, at your request, of the Support Officers Development Program as to its administration and participant requirements. Recommendations concerning these aspects of the program are found on pages 8, 9, and 10.

2. The attached paper is based upon interviews with personnel in the Office of Training; Office of Computer Services; Office of Personnel; Office of Finance; Office of Logistics; Office of Security; Assistant Executive Officer to the DD/S, and the Executive Secretary of the Support Development Panel. Also there were numerous personnel data tabulations, biographic profiles, records of the Deputy Director for Support, and other documents perused as of pertinence to questions raised in the context of the SODP Review.

3. Actions indicated by this review of the Support Officers Development Program are:

a. Administration

Reissue DD/S Administrative Instruction No. 64-15, to further define and outline procedures for SODP participant administration through the training and developmental phases of the program.

b. Slotting

DD/S Offices absorb current SODP participants on developmental assignments at headquarters against existing vacancies.

c. Requirements

Hold the establishment of more specific SODP participant requirements in abeyance pending the completion of the current efforts of the Office of Personnel, Plans and Review Staff, in its development of staffing plans for the DD/S Offices and career services.



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ATTACHMENT: SODP Review Report

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SUBJECT: Report of a Review made of the Support Officers Development Program Requirements and Administration

I. PROBLEM

A. The Support Officers Development Program involves three (3) integral areas of responsibility. These are:

1. The establishment of an adequate number of positions on an appropriate table of organization against which program participants may be slotted during initial training, on-the-job evaluation, and development phases of the program. This responsibility also includes the budgeting for these positions.
2. The administration of the three phases of the program, as well as the participants as they progress through these phases.
3. The career management of the program participants, beginning with the post training phase. This responsibility includes the determination of assignments, promotions, further training, etc., as well as the review and approval of other actions pertinent to the professional development of a program participant.

B. All of these responsibility areas raise the questions of:

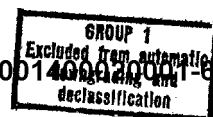
1. To whom should these responsibilities be assigned?
2. How are they to be fulfilled?

C. The problem is the resolution of the above questions.

II. BACKGROUND

The Support Officers Development Program is founded on such basic papers as [] dated 22 November 1963; DD/S Administrative Instruction No. 64-15, dated 20 November 1964; and [] dated 13 April 1965. The implementation of the philosophy, policy, and objectives of the program established in these papers is to be found in subsequent discussions, papers, and actions, both formal and informal, of staff members of the immediate office of the Deputy Director for support, the Office of Training, and the Support Development Panel. It is this background that has provided a firm

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basis to the SODP, and has given the program its impetus and momentum.

III. FACTS BEARING ON THE PROBLEM

A. SODP Candidate Selection

In general, SODP candidates are selected from each class of trainees in the Career Training Program, by a statement of personal trainee preference, or by direct sponsorship of a support component through the CTP. Each class is reviewed by the Office of Training, in conjunction with the Support Development Panel, in accordance with requirements received from the Deputy Director for Support Offices, and other Offices having support personnel requirements.

B. SODP Candidate Training

Each SODP candidate is given the basic CTP training of 15 weeks, plus an additional 8 weeks of training in Support Services. Each selectee is then given a six-month on-the-job training evaluation assignment. Thus, SODP candidates receive a total of 23 weeks basic training, and 26 weeks on-the-job training prior to a developmental assignment. This brings the pre-developmental assignment training to approximately 1 year. This could be extended yet another 26 weeks under the language training requirements set forth in [] dated 11 May 1966. There also exist interim assignments of SODP candidates after completion of the CTP while they are awaiting the beginning of the Support Services course of instruction.

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C. SODP Candidate Slotting

Under current arrangements, SODP candidates are slotted in the CTP until they have completed their basic and on-the-job training. The Office of Training also budgets for these slots to cover a period up to 16 months. There are, of course, exceptions to this slotting of SODP candidates by the Office of Training, and there are at present 4 CTs in developmental assignments who remain on the CTP slots, although they have been out of formal training for nearly a year or better.

D. SODP Candidate Administration

1. As noted above, the Office of Training retains cognizance of SODP candidates while awaiting a continuation of training under the Support Services phase of training, as well as during the 6-months

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on-the-job training evaluation period. During these two periods, the Office of Training is responsible for the administration of these CTs and has an administrative procedure to be followed by the component to which the career trainee is assigned. The Office of Training also has an administrative procedure to be followed by components to which a career trainee is assigned on a trial attachment. Copies of both procedures are attached as TAB A and TAB B respectively. OTR has a follow-up system to insure compliance with these administrative procedures.

2. After receiving a developmental assignment, the SODP participant is administered by the component to which assigned as any other staff employee.

E. SODP Participant Career Management

Responsibility for the career management of SODP participants lies with the Support Development Panel. And while this career management begins, for the most part, with the participant's first developmental assignment, the Panel has been involved from the time of the program member's selection. The Panel solicits requirements from the various Offices, and is involved in the meeting of these requirements. The Panel attempts to follow the progress of each candidate until it assumes career management cognizance of the participant at the time of developmental assignment. The Panel then performs the functions implicit in the management of the employee's career.

F. Status of SODP Participants

1. As of June, 1966, there were a total of 62 SODP participants assigned as follows:

DD/S Headquarters :
 DD/P Headquarters :
 DD/P Field :
 OC Field :
 Other Headquarters:

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2. These participants were slotted as follows:

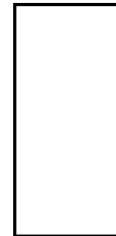
DD/S Headquarters :
 DD/P Headquarters :
 DD/P Field :
 OC Field :
 CTP :
 Other Headquarters:

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3. By March, 1967, it is planned that these 62 participants will be assigned and slotted as follows:

DD/S Headquarters :
DD/P Headquarters :
DD/P Field :
OC Field :
Other Headquarters:



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4. A roster of SODP participants and their present status is attached as TAB C.

IV. DISCUSSION AND CONCLUSIONS

A. General

There is no question but that the Support Officers Development Program is a sound managerial technique for providing the Agency with professional personnel. The program also gives a measure of assurance that professional and general officer positions can be filled with fully qualified personnel rather than encumbered with personnel who have been advanced because of convenience, or for whatever other reason. The SODP, then, provides the Agency with a means for the maintenance of a cadre of trained manpower in a critical area, and its justification is fully established. This review, therefore, was not concerned with the rationale behind the program, but rather with the program's implementation, from which have arisen the questions noted in the statement of the problem. The following discussion is addressed to these questions and includes inferences and conclusions as a matter of convenience.

B. Position Requirements

The respective Career Services within the DD/S have been and should continue to be the basic SODP requirement and utilization planning element. Each DD/S career service is identified with its functional components, hence, SODP planning can be concurrent with the overall personnel planning of each Office. It is essential, however, that in the development of personnel staffing plans, each planning unit :

1. Identify those positions which are considered to be of such a nature that they require professional expertise, as well as an appreciation of overall DD/S mission and functions, as opposed to those positions which are strictly technical and peculiar to the particular Office.

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2. Project attrition rates in these positions over an established planning period, usually 5 years, by grade.
3. Combine expected attrition rates with planned T/O increases and arrive at projected professional position requirements.
4. Determine through what media these requirements should or will be filled, i. e.:
 - a. Promotion from within the respective career service.
 - b. Reassignment from outside the respective career service.
 - c. Direct recruitment.
 - d. Vertical entry by individuals who have qualified through personal initiative and development outside the mechanism of a career program.
 - e. Support Officers Development Program.
5. Include requirements for SODP entrants in every plan.
6. Review the 5-year plan annually as an evaluation of projected personnel requirements, specifically SODP requirements, to provide firm current requirements for recruitment purposes.

C. SODP Candidate Recruitment

While there is no basis for a criticism of the CTP policy of attempting to recruit candidates with the best possible academic and other qualifications, the question can and should be asked as to whether there is an over emphasis on recruitment of candidates from outside the Agency to enter directly into the program. It would seem likely that there are personnel within the Agency who are pursuing professional or technical education at local institutions on their own initiative and on their own time, especially in view of educational benefits provided through military service legislation. These individuals may not meet the initial educational requirements of the CTP, for instance, but may have had experience as junior officers or in related responsibilities, and display potential which, through CTP training and SODP enlargement, would provide the DD/S with another source of professional and officer manpower. Such an opportunity might also provide an incentive for clerical or other promising individuals to increase their educational qualifications along with experience.

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D. Slotting and Budgeting

With the determination of its professional personnel requirements, each Office should allocate positions in the number of these personnel it is requesting through the Support Officers Development Program, and budget for these positions as appropriate. And while it is realized that SODP candidates may not be assigned until the end of a 5-year development program, it is assumed that the number requested by an Office will also be assigned at the end of the developmental period, and that the positions will be used by trainees moving through the Offices during the period.

E. SODP Participant Administration

While SODP participants are in a training status in the CTP, in the Support Services course, on interim assignments while awaiting the Support Services course to convene, in language training, or other training, it seems reasonable that the Office of Training be responsible for the administration of the candidate because he remains on the CTP table of organization. Any minor inconvenience caused by this arrangement certainly could be tolerated. It is also acceptable for the Office of Training to retain administrative cognizance for the six-month "Trial Attachment" period. This trial period has the advantage of providing the Office of Training with a means of program, as well as candidate evaluation. Again, any administrative inconvenience during this period could be tolerated. At the end of the complete training and evaluation phases of the program, SODP participants should come under the direct cognizance of the Support Development Panel for career management. However, when a participant is assigned, even though for experience rotation, he should be slotted against positions in the host Office. The host Office should also assume administrative responsibility for the SODP participant as for any other staff employee.

F. SODP Participant Career Management

As noted above, the Office of Training relinquishes any responsibility for SODP participants at the end of the initial training and evaluation period. Administrative responsibility then moves to the host Office. However, the Support Development Panel retains career management responsibility for the participant, and acts as the action or information medium over matters having a direct bearing upon the career of the participant. This means that the Support Development Panel should review and/or recommend actions as to assignments, promotions, career service changes, separations, training, etc., and be provided information on such matters as fitness reports, awards and commendations, security, medical, and other such personnel involvements.

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G. Availability of Planning and Programming Data

1. For the most part, data required for Office personnel planning and programming are available at the present time in one form or another. Also, the Office of Personnel, Plans and Review Staff, is presently engaged in accumulating data from the operating Offices under advanced staffing plans which will provide a source of organized planning data. Further, efforts are being made by the Office of Personnel, Records and Control Division, to develop files of historical data which can be organized and reproduced in the automatic data processing systems. These sources can be combined in the future to produce the qualitative and quantitative data upon which management will be able to base more scientific estimates of SODP requirements on a timely basis. The compilation of some data at this time, while possible, would be time consuming.

2. A copy of the Office of Personnel, Plans and Review Staff, outline for the development of Advanced Annual Staffing Plans for Offices and Career Services is attached as TAB D.

H. Administrative Procedures

There is no indication that the present procedures for the administration of SODP participants need be changed while under the cognizance of the Office of Training. Upon release for developmental assignment, procedures should be established to insure the Support Development Panel's receipt of appropriate personnel matters concerning the SODP participant. These provisions could be included in a revision of DD/S Administrative Instruction No. 64-15.

I. Support Development Panel Mechanics

1. At the present rate of 50 SODP trainees entering the program a year, and once the pipe line of 60 participants to the DD/P is filled, the Support Development Panel will have arrived at a plateau of around 250 personnel to manage by the end of 1971. An attempt by the Panel to maintain a continual overview of all 250 individuals at one time will be cumbersome and possibly not necessary. The Panel would need projected assignment data, and of possible assistance would be a career plan for each participant to serve as a model against which development could be compared and evaluated. Panel records could be held to a minimum, with the Panel relying upon support from the Office of Personnel, Records and Control Division, for current biographic profiles, and other data compilations. Once the Agency has an integrated personnel information system, the Panel would have the facility of acquiring various combinations of

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of information for long range planning, as well as for ad hoc actions. While the number of SODP participants remains relatively small, and lacking the automated data facility, the Panel can maintain spread sheets and other manual controls and information systems as necessary. As the number of SODP participants increases, however, these manual controls will not be practicable.

2. CT projections for the years 1965 through 1969, based upon 10 classes of 25 members each is attached as TAB E.

V. RECOMMENDATIONS

Although the Support Officers Development Program is in its infancy, there is ample evidence that a great deal of thought has already been given to the questions raised in this paper. And, if anything, the findings during the course of developing background information to this paper only serve to corroborate the thinking of the Executive Officer to the DD/S, the Special Planning Assistant to the DD/S, the Assistant Executive Officer to the DD/S, the Executive Secretary of the Support Development Panel, and other senior officers. The recommendations set forth below reflect this thinking and influence, although they have been arrived at independently.

RECOMMENDATION NO. 1

25X1 The Support Officers Development Program should not be used as the sole source of professional personnel within the DD/S, but be used as the main source for the filling of those specific positions identified by the DD/S Offices as requiring professional expertise, and a knowledge of the overall functions of the DD/S. There will be, of necessity and practicality, lateral entry to some positions of a specialized nature peculiar to the functional Offices. The SODP, however, should be the medium for providing DD/S officer personnel on a selective basis, and while the connotation of future "senior officer" is avoided, this remains as a tacit consideration, especially for the "S" Career Service.

RECOMMENDATION NO. 2

The Offices of the DD/S should undertake a serious and critical review of the positions within its structure, and identify those viewed as of such a nature that they should be filled with personnel having had the benefit of broad DD/S training and experience.

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RECOMMENDATION NO. 3

The Offices of the DD/S establish requirements, and provide positions in the same number of SODP participant requirements as a part of their 5-year plans.

RECOMMENDATION NO. 4

The Office of Training carry SODP candidates on the CTP T/O only for the period of initial training and post training evaluation. SODP participants be assigned to the host component position at the time of assignment for developmental purposes.

RECOMMENDATION NO. 5

There be no centralized administration of SODP participants after leaving OTR cognizance. Rather, they should be administered as any other staff employee by the host component.

RECOMMENDATION NO. 6

The Support Development Panel be the action channel as to recommendations concerning promotions, assignments, career designation changes, training, separation, and all other matters having a direct bearing upon a participant's career.

RECOMMENDATION NO. 7

All fitness reports, awards and commendation recommendations, as well as pertinent security, medical, or other matters involving a program participant but not necessarily requiring action be forwarded through the Panel for information.

RECOMMENDATION NO. 8

No separate SODP development complement be maintained.

RECOMMENDATION NO. 9

The "S" Career Service consider rotation of SODP participants from the several other DD/S career services to its Support Officer positions, and that the "S" career be withheld as a specific career choice for SODP candidates, and be held as a career to which participants may be selected after having received development through other DD/S careers.

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RECOMMENDATION NO. 10

DD/S Administrative Instruction No. 64-15 be reissued as suggested by the Executive Secretary of the Support Development Panel, with provisions for the channeling of career information to the Support Development Panel. A proposed revision of DD/S Administrative Instruction No. 64-15 is attached as TAB F.

RECOMMENDATION NO. 11

DD/S Offices absorb current SODP participants at headquarters against existing vacancies. (Program participants assigned to staff offices of the DD/S could be slotted in the existing development complement.)

RECOMMENDATION NO. 12

OTR be reoriented to give more consideration to the selection of CTP trainees toward filling the requirements of the SODP, and that efforts be increased to obtain candidates from personnel already on duty within the DD/S Offices.

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MEMORANDUM FOR:

ATTENTION : Administrative Officer
FROM : Chief, Career Training Program
SUBJECT : Trial Attachment of Career Trainee

1. This memorandum confirms the attachment of Subject for on-the-job training in your Division as the second phase of the Career Training Program.

2. The purposes of this trial attachment are:

a. To test his abilities in the practical application of his formal training;

b. To evaluate his potential and suitability for permanent assignment;

c. To train him for a specific assignment appropriate to his aptitudes and development;

d. To stimulate his motivation for a career in the Agency.

3. The attachment for six months effective can be adjusted by mutual consent according to circumstances or need for additional training. It is especially important that the Chief/CTP be notified immediately if the trainee is not appropriately placed or is not effective in his work.

4. The Career Trainee has been fully informed of the significance of this trial period in his career development.

5. Details of administrative procedures are attached.

FOR THE DIRECTOR OF TRAINING

Attachment



STAT

C O N F I D E N T I A L

DETAILS FOR ADMINISTRATION OF ATTACHED CAREER TRAINEES

For Supervisor:

1. The office or division will maintain time and attendance records during the period of this attachment.
2. Overtime can be authorized only after supervisor has checked with the CT Program Officer. OTR will be reimbursed by division or office for overtime payments. The T&A clerk should report to CTP at the end of each pay period any overtime worked by a Career Trainee.
3. Any security violations by this Career Trainee will be handled in the manner that is appropriate to the division or staff. Chief/CTP will be notified in this event.
4. Supervisors will execute any fitness reports covering the period of this attachment. Chief/CTP will countersign such reports.
5. Supervisors will provide job performance data to the Chief/CTP when the Career Trainee enters a promotion zone of consideration.
6. CTP is located in Room 743, 1000 Glebe, extension Any questions should be addressed to Mr. _____.
7. It is requested that each supervisor submit a progress report after three months of attachment. In the event of rotational assignments within a division where supervisors change, a progress report should be submitted at the end of each phase of the rotation.

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For Career Trainee:

8. Any leave will be worked out with the supervisor and if approved must be communicated by telephone to the CTP office. See paragraph (1) above.
9. The Career Trainee will furnish Chief/CTP with a progress report after the first month of attachment and every two months thereafter. Items desired include:
 - a. Description of activities
 - b. Plans for next reporting period
 - c. Names and titles of supervisors
 - d. Assessment of value of present experience
 - e. Any constructive suggestions

These reports should be routed to Chief/CTP via the supervisor.

10. The Career Trainee will advise this office of his room number and extension and name of his supervisor as soon as possible after attachment.

GROUP I

Excluded from automatic

downgrading and
declassification

C O N F I D E N T I A L

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1. Advanced Annual Staffing Plans for Offices and Career Services

a. Advanced Office and Career Service plans for the ensuing Fiscal Year will be based on historical personnel loss factors and known ceiling totals.

b. Advanced Annual Staffing Plans will achieve two Agency-wide purposes, namely: (1) they will provide agreed upon annual forecasts of staffing requirements, against which specific recruitment requests can be programmed and monitored during the year; and (2) they will provide a total measure, when collated, of the occupational skills that will be needed by the Agency across-the-board, which recruiters and management can use in assigning priorities of effort and checking progress.

c. The Advanced Staffing Plan will not only give Heads of Offices and Career Services a prediction of the developments that are expected to occur during the year in their components (by grade level), but this preview should be a major tool in career planning. It would enable the Office Head or career manager to derive his precise input requirements per grade from an analysis of prospective internal developments, including internal changes he may consciously pre-plan such as personal development of selected individuals, utilization of fewer clericals in professional jobs, and reduction of the overage of personnel in certain grades.

d. Office Staffing Plans should be prepared because the Agency's five year planning and budgetary cycle is by Office and ceiling allocations are by Office. Career Services plans are likewise necessary since these units have staffing responsibility, especially the DDS Career Services which must provide personnel to other Career Services in addition to staffing their own offices.

e. The proposed method for constructing Advanced Staffing Plans for each Office is as follows:

- (1) Determine the actual and planned ceiling for FY '67 at each grade level, by spreading the existing Office ceiling by grade and adding to each grade total the Office's planned allocation by grade of any new FY '67 ceiling increase (or decrease). See Item 1 of Figure 1, Page 1.
- (2) Estimate the net changes that will occur during FY '67 in the On Duty Strength of the Office at each grade level because of Agency separations, reassignments in and out of the grade, and promotions to and from the grade. See Items 2,3 and 4 of Figure 1, Page 1.
- (3) Obtain from the Office its input requirements at each grade (or grade ranges), based on the difference between the total ceiling spaces per grade and the On Duty Strength at each grade after the adjustments described above. See Item 6 of Figure 1, Page 1.
- (4) Obtain from the Office the exact occupational categories for the number of input requirements specified for each grade (or grade range): See Figure 1, Page 3.

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f. Advanced Annual Staffing Plans of Career Services would be derived by reconstituting the input requirements occupationally defined by all of the Offices. (E.g. ORR might require one additional personnel officer and one additional training officer among its planned needs.)

g. A model of an Office Staffing Plan for the Ensuing Fiscal Year is attached.

2. Office and Career Service Long-Range Projections

a. Office and Career Service projections beyond the ensuing Fiscal Year are more difficult to accomplish since employment levels are estimated; Office and Career Service needs are more difficult to predict; and historical data pertaining to losses and changes in the composition of the Offices and Career Services are harder to ascertain and apply with precision. Notwithstanding these facts, the Agency's commitment to five year planning in the Program Call is beset with similar uncertainties. It is now a well established fact that the Program Call is both a personnel and a money plan, and long-range personnel projections must be developed as an aid to management and planners in structuring their programs and determining the costs involved.

b. The methodology contemplated for the basic five year projection plans for Offices and Career Services is as follows:

(1) Basic 5 Year Office Plans (according to personnel totals requested by Offices in Program Call) would be derived from occupational projections for five years of the Advanced Annual Staffing Plan.

(a) Obtain from the Office an occupational breakdown of the total manpower levels (increase or decrease) requested in the Program Call for each of the Fiscal Years 68-72.

(b) In order to determine the total occupational requirements for each FY during FY '68-'72 add the total increased (or decreased) personnel requirements by occupational category for Fiscal Years 1967-1972 to the totals by occupational category contained in the FY '67 Advanced Staffing Plan. (These occupational totals could be further broken down by grade level when feasible.)

(c) Apply the personnel loss factors used in the Advanced Staffing Plan to figure requirements in FY '68-'72.

(d) Supplement the numerically-determined requirements by any pertinent narrative which would amplify the key developments contemplated during the 5 year period.

(e) See Figure 2 for a model illustration.

(2) Career Service 5 Year plans would be reconstituted from the Office plans.

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FOOTNOTES

1/ Obviously, Office planned allocations by grade are subject to classification action but they are adequate for estimating purposes.

2/ The ODS would be as of the date of preparation of this model, presumably one or two months before beginning of FY.

3/ ~~New~~ changes in each grade due to promotions in and out would be based on (a) historical data and (b) current assessments by Office of its promotional plans for ensuing FY. (Have used Agency-wide percentages of promotions to next grade for FY '65 in sample.)

4/ Reassignments In and Out means In and Out of the component. In actual models, future office plans regarding internal organization shifts or modifications of previous experience to make it more compatible with the future would be taken into account.

5/ In smaller Offices it may be appropriate to group recruitment requirements by grade ranges. Once the Office has a preview of its estimated personnel picture for the coming FY, based on historical data, it would then program its staffing requirements in relation to anticipated developments at each grade, e.g. in the model, there are apt to be 56 clericals spaces in grades GS-04 through GS-06 so 56 requirements at the grades GS-04 and GS-05 are planned. Qual input requirements in relation to the available spaces per grade would be accomplished by management decision-making and career planning.

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PERSONNEL REQUIREMENTS IN XYZ ADVANCED
ANNUAL STAFFING PLAN FOR FY '67
(BY OCCUPATIONAL CATEGORY)

<u>Grade</u>	<u>Number</u>	<u>Summary of Occupational Categories*</u>
25X1 GS-04		Clerks - Typists Clks - Stenos Info Control Clks Couriers
GS-05		Sec - Stenos Pers Asst Card Punch Operators
GS-07		Intel Assts CTPs Librarians Mathematicians
GS-08		Intel Off (Econ Series)
GS-09		Intel Off (Econ Series) Cartographic Draftsmen
GS-11		Intel Off (Econ Series) Indust Econ Series
GS-12		Intel Off (Econ Series)
GS-13		Intel Off (Econ Series)
GS-14		Intel Off (Econ Series)
TOTAL		

*Attached are current revised recruitment requisitions currently required.

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Figure 2

Page 1

PROJECTION OF PERSONNEL REQUIREMENTS IN XYZ OFFICES FOR FY '68-'72

	FY '67 Approved	Office Requested in Program Call					
		FY '68	FY '69	FY '70	FY '71	FY '72	
1. Ceiling							25X1
2. Personnel Requirements							
A. Losses							
B. Ceiling Increase or Decrease							

NOTE: See Page 2 for Occupational Breakdown of Requirements.

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S-E-C-R-E-T

TRAINING
20 November 1964

DD/S ADMINISTRATIVE
INSTRUCTION No. 14-15

SUPPORT OFFICERS DEVELOPMENT PROGRAM

1. The Support Officers Development Program is a program to furnish each of the Support Career Services with an annual quota of well-trained junior officers subject to their needs. The Junior Officer Training Program will be the primary source of candidates for the Support Officers Development Program but Heads of Support Career Services will be encouraged to nominate individuals whom they feel are qualified for and can benefit from participation.

2. Officers selected for this program will be given the opportunity to gain varied experience in order to identify their interests, test their aptitudes, and eventually to arrange for their assignments to one of the specialized Support Career Services or to the "S" Service. However, the program will be flexible enough to accommodate interests of individual participants who may want to point their careers toward one of the Support specialties from the outset. In order to accomplish these objectives and to maintain an orderly program, it has been concluded that central management is necessary and that this will be done from the Office of the Deputy Director for Support. Central management will offer a central service to all Support Career Services and ensure due regard for the program as a whole. To administer the program and accomplish its objectives the following organizational mechanisms will be established:

a. Program Management

(1) A Support Development Panel will be responsible for the Support Officers Development Program. This Panel will be chaired by a member of the staff of the Deputy Director for Support. A permanent secretary to the Panel will be appointed and members will be selected to represent each of the Support Career Services. The Support Development Panel will recommend to the Deputy Director for Support assignments and other actions for the support and administration of this program.

(2) When participants are assigned to components, they will be counted against component staffing complements. They

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will be given "SD--Support Development" career designations. At the conclusion of the officer's developmental training and experience under this program, he will be given a service designation of one of the Support Career Services. Determination of the Career Service affiliation will be arrived at in consideration of the interests of the individual officer in consultation with the Support Offices and with the approval of the Deputy Director for Support.

b. Assignments

(1) Each of the Support components will derive direct benefit from the program by having participants available to them as full-time employees. Participants will be given assignments to provide them with the broadest possible base of experience for their rapid development, leading toward ultimate assignment to one of the Support Career Services. It is expected that assignment to a Career Service will be accomplished within 4 to 6 years but sooner, if possible.

(2) Overseas experience at a small post is considered one of the most effective means of offering a broad base of experience in all facets of Support activities and normally will be planned for the early phases of the development program. However, it should be noted that overseas service of this type may not be available or may not be realistic for every participant.

(3) The developmental experience will be tailored to the needs of the Support directorate as well as those of the individual and the individual Support Career Service. Each office will be responsible for ensuring that the assignment of an individual within that office is such that he will have an opportunity to make maximum contribution to functions of the office commensurate with his grade and experience and consistent with the long-range objectives of the program. In this connection, it is not necessarily intended that the participant become a technical expert in the function of any given office but that he should develop a familiarity and broader base of experience with the office as a whole. Assignments should be active and productive, but production in comparison with that of experienced technicians should not be the only yardstick of measuring "productive performance."

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c. Slotting and Participant Administration*

(1) Most participants will be assigned to established positions either at Headquarters or in the field. A small number of slots are available to accommodate participants engaging in training or in other activities where assignment to individual components is not feasible. These slots are administered from the office of the Deputy Director for Support.

* (2) While a participant in the Support Officers Development Program is on an interim assignment between the ending of one training course and the beginning of another, or while on a trial attachment, administrative responsibility for the trainee will remain with the Office of Training. Host organizations will be responsible for supplying the Office of Training such administrative and program or trainee evaluation information as the Office of Training may require.

* (3) Upon assignment after the initial training and evaluation period, SODP participants will be administered by the component to which assigned as any other staff employee. However, all promotion recommendations, proposed assignments, proposed changes in career designations, requests for training, LWOP requests, fitness reports, recommendations for awards and commendations, changes in educational levels, as well as security, medical, and other matters pertaining to the career or development of the SODP participants are to be forwarded through the Support Development Panel, during the 4 to 6 year development period, for action or information as appropriate.

3. An effective central mechanism with the full participation and cooperation of the DD/S component offices should ensure a highly effective program which will provide the several Support Services with a steady input of highly qualified and talented officers. Such a program is considered necessary in order to ensure the highest competence in our personnel for the present and future in the development and maintenance of the Agency support program.

FOR THE DEPUTY DIRECTOR FOR SUPPORT:

[Redacted Signature]

EXECUTIVE OFFICER

* Added to Instruction proposed by the Executive Secretary to the Support Development Panel

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GROUP 1
Excluded from automatic
downgrading and
declassification